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ABSTRACT

The Vocational and High School Equivalency Bilingual Program helped students with limited English proficiency develop their English language skills enough to enable them to participate effectively in mainstream classes and compete successfully in the United States labor market. During 1985-86 the program provided English as a second language and bilingual content-area instruction to 229 students in grades 9 to 12. The program functioned as a mini-school within Park West High School in New York City. Major emphasis was on mainstreaming students into one of the vocational mini-schools or onto an academic track. Support services included guidance, academic and career counseling, school and outside referrals, and family contacts provided by a guidance counselor, family assistant, resource teacher, grade advisor, and project coordinator. Quantitative analysis of student achievement data indicated that the percentage of students mastering one CREST (Criterion Referenced English Syntax Test) skill per month of instruction was over 70 percent; students made statistically significant gains on La Prueba de Lectura (assessment of mastery of the native language); over 90 percent of the students passed business/vocational courses; over 50 percent of them were enrolled in mainstream vocational courses; and program participants had a higher attendance rate than mainstream students. (YLB)

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ED279861

O.E.A. Evaluation Section Report

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Grant Number: G00-830-2133

PARK WEST HIGH SCHOOL

VOCATIONAL AND HIGH SCHOOL EQUIVALENCY

BILINGUAL PROGRAM

1985-1986

Principal:
Mr. Edward Morris

Project Coordinator:
Mr. Peter Miranda

Prepared by the
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A SUMMARY OF THE REPORT

Park West High School's Vocational and High School Equivalency Bilingual Program was in its third and final year of funding under Title VII of the Elementary and Secondary Education Act (E.S.E.A.), with additional funds being provided by other sources. The purpose of the program was to help students with limited English proficiency (LEP) develop their English-language skills enough to be able to participate effectively in mainstream classes and compete successfully in the U.S. labor market. This was done by providing English as a second language (E.S.L.) and bilingual content-area instruction. The program functioned as a mini-school within Park West High School, and provided the same overall job and career orientation that the school provided to its English-speaking students. Students developed their knowledge and understanding of U.S. culture by participating in program-sponsored career awareness and cultural activities, in addition to taking required and elective courses.

Students' eligibility for the program was determined on the basis of Language Assessment Battery (LAB) scores, teacher interviews, and placement tests in each language. Linguistic ability determined placement levels in English and Spanish courses; the requirements for graduation determined placement in content-area courses. As students increased their English-language proficiency, the number of E.S.L. courses they took decreased, and the number of courses taught in English increased.

During 1985-86, the program provided E.S.L. and bilingual instruction and support services to 229 students in grades nine to twelve. Most program students were recent immigrants and had diverse cultural and immigration histories. Their levels of English proficiency ranged from the most elementary level to relatively advanced or transitional. Seventy percent of the students were male, and 30 percent were overage for their grade.

In accordance with the program's aim of providing students with the preparation they needed to secure employment upon graduation or to continue their education, major emphasis was placed on mainstreaming students into one of the vocational mini-schools or onto an academic track. Several classes were observed by members of the evaluation team, and in most instances, the teachers' classroom technique appeared effective and the students seemed enthusiastic and involved. Because walls had been built to replace the temporary partitions that had formerly been used, for the first time teachers were able to use audio-visual equipment without disturbing other classes.

The bilingual coordinator was fully responsible for all aspects of program implementation, except for supervising the teachers, which was the responsibility of the assistant principals for the content areas. The program was also served by a secretary, a family assistant, an educational assistant, and a resource teacher. In general, the teachers were licensed in the areas in which they were teaching, had extensive experience in dealing with LEP students, and appeared dedicated to their students.

Guidance services were provided to program students by a monolingual guidance counselor, the family assistant, resource teacher, grade advisor, and project coordinator. Academic and career counseling were provided by the bilingual resource teacher. Both school and outside referrals were made, and family contacts were made primarily by the family assistant. Parental involvement was also solicited via an "open school" twice a year and orientation meetings.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (Interamerican Series, La Prueba de Lectura); business/vocational courses (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement data indicates that all program objectives were met, as follows:

--The percentage of students mastering one CREST skill per month of instruction was above 70 percent both semesters.

--Students made statistically significant gains on La Prueba de Lectura.

--The percentage of students passing business/vocational courses was above 90 percent both semesters.

--More than 50 percent of the students were enrolled in mainstream vocational courses.

--Program participants had a higher attendance rate than did mainstream students.

The bilingual program at Park West continued to meet its proposed goals. Both staff and students reported a high degree of satisfaction with the program. The following recommendations are made by the evaluation team for possible program improvement:

--The school administration should expedite the creation of a foreign language department to supervise and administer the bilingual program;

--If resources permit, a bilingual guidance counselor should be hired to provide much-needed guidance and counseling services;

--Program staff members should continue their efforts to raise the level of parental involvement in program activities.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment/Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the report following the O.E.A. style guide and has written report summaries. Joseph Rivera, Gladys Rosa, Marcia Gilbert, and Bruce Roach have worked intensively as word processors to produce and correct reports. Without their able and faithful participation, the unit could not handle such a large volume of work and still produce quality evaluation reports.

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VOCATIONAL AND HIGH SCHOOL EQUIVALENCY BILINGUAL PROGRAM

PARK WEST HIGH SCHOOL

Location:	525 West 50th Street New York, New York 10019
Year of Operation:	1984-85, Final year of three-year funding cycle
Target Language:	Spanish
Number of Students:	229 Hispanic students
Principal:	Edward Morris
Project Coordinator:	Peter Miranda

I. INTRODUCTION

Park West High School's Vocational and High School Equivalency Bilingual Program, currently in its third and final year of operation, is funded under Title VII of the Elementary and Secondary Education Act (E.S.E.A.), with additional funding for services and staff coming from Chapter I and basic tax-levy monies.

The program serves 229 students of Hispanic background. Selection criteria for entrance into the program include scores under the twenty-first percentile on the English version of the Language Assessment Battery (LAB), with a higher score on the Spanish LAB, the ability to understand and speak Spanish as ascertained by La Prueba de Lectura, a record of poor academic performance, but with the potential for improvement, and a desire to enroll in one of the school's vocational programs.

Bilingual program students received instruction in English as a second language (E.S.L.), English, science, mathematics, social studies, and Spanish. The program's one paraprofessional was assigned to E.S.L. classes to aid students with specific academic problems during or after classes. (The number of paraprofessionals was reduced from three last year in order to enable the project to meet the raise in teachers' salaries that went into effect in 1985-86.)

In addition to classroom instruction, students received a number of non-instructional support services. These included participation in after-school occupational training programs, career and academic advisement, and personal counseling. The grade advisor and the resource teacher provided career and academic services, while the family assistant helped students with personal problems, served as community liaison, and assisted parents when they visited the school.

The bilingual program was one of several mini-schools at Park West; others focused on computer programming, aviation, culinary arts, and special education. The program was housed on the third floor of the school building, where most classes and all administrative and non-instructional services took place. A coordinator was in charge of the administration of the program, but teachers were supervised by the assistant principal (A.P.) in charge of their subject areas.

Among the strengths of this year's program were improved communication with other mini-schools, which was reflected in organizational meetings with individual A.P.s; better communication with parents about mainstreaming decisions; and a more efficient procedure for filling out college applications. In addition, the program instituted a writing-

skills component to prepare students for the Regents competency tests. This was implemented in native language arts and followed up in other content-area classes.

This year, nine members of the program's staff enrolled in undergraduate and graduate courses in bilingual education, Spanish, E.S.L., mathematics and computers, linguistics, and administration and supervision. In addition, workshops and enrichment activities were held throughout the school year. Staff members also met with the project coordinator twice a month to revise curriculum and discuss general and individual concerns.

Parents attended four orientation meetings. They were also invited to two parent-teacher conferences and report card orientation workshops. In addition, parents were invited to individual meetings with program staff whenever their children were having educational or other problems.

In response to past recommendations, permanent walls were built this year to replace the temporary partitions that had been used to create classrooms. This eliminated noise and allowed teachers to use audiovisual equipment. Bilingual content-area courses paralleled those taught in English, with the exception of native language arts which included topics of special interest to Hispanics. The policy for language use in teaching is flexible, and allows each teacher to mix English and Spanish according to the students' needs.

II. STUDENT CHARACTERISTICS

PARK WEST STUDENTS

In 1985-86, the total student population at Park West was 3,003, consisting of 2,108 males and 895 females. The ethnic composition of the student body was 51 percent black, 44 percent Hispanic, 3 percent Asian, and 2 percent white. Seventeen percent of the school's Hispanic students had been identified as LEP; all of these were served by the bilingual program. LEP students of Haitian and Asian backgrounds were placed in the same E.S.L. classes as the program students, but because of the shortage of teachers licensed to teach in these languages, they had to study math and science in English.

PROGRAM STUDENTS

Most program students (53 percent) were from the Dominican Republic. The remainder were born in Puerto Rico (12 percent), the United States (5 percent), Ecuador (5 percent), Colombia (4 percent), and various Central and South American countries (20 percent). Table 1 presents the students by country of origin.

According to the project coordinator, in recent years the number of students coming to the program from feeder junior high schools is growing, and fewer are entering directly as new immigrants. As a result, new students generally know some English and can be mainstreamed more quickly.

Seventy percent of the program students are male and 30 percent are female. Most of the students are in the ninth and tenth grades. Sixty-seven percent of the students were new to the program in September;

80 percent of these new arrivals were ninth graders. Many program students had suffered interrupted schooling and consequently received fewer years of education than their age would suggest. In fact, 53 percent of the students were overage for their grade level. The highest percentage of overage students was in grade twelve. Table 2 presents the number of program students by age and grade.

Program students were generally noted for their good behavior and excellent attendance. A member of the evaluation team attended an end-of-the-year awards assembly at which the principal spoke in glowing terms of the students' accomplishments and conduct. During this assembly the field evaluator was impressed by the high degree of attention the students paid to the project coordinator and the resource teacher while they discussed disciplinary matters and went over graduation requirements.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Dominican Republic	109	53.4
Puerto Rico	25	12.3
Ecuador	10	4.9
Colombia	9	4.4
Central and South America (country unspecified)	41	20.1
United States	10	4.9
TOTAL	204*	100

*Data were missing for 25 students.

- Fifty-three percent of the students were born in the Dominican Republic.
- Ten students were Spanish speakers born in the United States.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total*
14	13	3	0	0	16
15	36	10	0	0	46
16	36	18	2	0	56
17	13	15	10	0	38
18	1	10	10	3	36
19	1	3	6	6	16
20	0	1	1	2	5
21	0	0	0	1	1
TOTAL	100	60	29	12	201
Overage Students					
Number	51	29	17	9	106
Percent	51	48	59	75	53

Note. Shaded boxes indicate expected age range for grade.

*Data were missing for 28 students.

- One hundred and six program students (53 percent) were overage for their grade placement.
- Grade twelve had the highest percentage (75 percent) of overage students, whereas grade ten had the lowest (48 percent).

III. PROGRAM DESCRIPTION

PHILOSOPHY

According to the project coordinator, the bilingual program provided a way for LEP students to enter the vocational mini-school of their choice. Noticeable emphasis was given to placing students in technological areas, such as culinary arts, computer programming, automotive, and aviation. The program's ultimate goal was to provide students with the preparation necessary for securing employment or continuing their education after graduation. The program staff was most proud of those students who graduated from the mainstream mini-schools and went on to attend college or higher-level technical schools.

ORGANIZATION AND STAFFING

Although the project coordinator did not have the rank of assistant principal he participated in the principal's cabinet meetings and collaborated with the Park West High School faculty in matters affecting program students. The project coordinator stated that he had most of the responsibilities of an assistant principal without the formal authority, but although he did not officially supervise program teachers, he informally shared ideas with them on instructional and other matters, offering suggestions as he saw fit. He was in charge of budgeting, staff development, curriculum development, and overall administration.

The grade advisor helped the project coordinator with administrative tasks. He also assisted the director in monitoring students'

academic progress and taught three social studies classes. Although he was not a native speaker, the grade advisor was fluent in Spanish and could communicate easily with students and parents.

The resource teacher, who is bilingual, taught three science classes and provided college and career orientation and financial aid counseling. He also counseled potential dropouts and worked with the mainstream guidance counselor (who did not speak Spanish) to whom project students were assigned.

Other staff members included a family assistant, one paraprofessional, and an office assistant. They were all extremely dedicated, and in interviews with a member of the evaluation team, appeared committed to their jobs and interested in the students.

FUNDING

Title VII provided for all administrative and non-instructional services, including staff and curriculum development, parent activities, and clerical help, with state and city monies supporting the E.S.L. teachers and educational assistants and basic tax-levy funds supporting bilingual content-area teachers. The resource teacher's position was jointly funded by tax levy and Title VII, an arrangement that reflected the dual instructional and non-instructional nature of his assignment.

STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

A typical program for a beginning English student consisted of two periods of E.S.L. and one period of English reading, together with

science, mathematics, and social studies classes, taught bilingually (for Hispanics) or with an E.S.L. methodology (for non-Hispanics). Physical education and Spanish language arts were added as the student's schedule permitted. The bilingual content-area teachers were permitted latitude to vary their use of English according to the students' needs.

As a rule, a mainstreamed student who had difficulties in adjusting emotionally or achieving academically received program services on an informal basis, usually after approaching a program staff member. Services were also provided upon request by a mainstream teacher. Students unable to cope in the mainstream returned to the program, but this was a fairly rare occurrence. The project director agreed that the program would have benefitted from a more formalized follow-up procedure for mainstreamed students, but he said that staff to accomplish this task was lacking.

Many students were partially mainstreamed by being enrolled in physical education, art, and business courses with the rest of the school. Only students who were well advanced in English took subject-area classes or vocational courses in the mini-schools of their choice. This policy of gradual mainstreaming minimized the possibility that a student would have to return to the bilingual program after having failed in the mainstream.

Students who performed satisfactorily in mainstream content and vocational courses were considered good candidates for full mainstreaming; if all other exiting requirements were met (e.g., appropriate scores on the LAB and La Prueba de Lectura), they left the bilingual program. Once

students were mainstreamed, they were not formally considered part of the bilingual program and no longer received program services. According to the program director, 49 students were fully mainstreamed during the academic year.

IV. FINDINGS

The evaluation findings for the 1985-86 academic year include the results of a review of program materials and records, interviews with school and program personnel, classroom observations, and student performance on tests. Findings are presented by objectives for the current year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--At least 70 percent of the students receiving E.S.L. instruction will have mastered one objective per twenty days of instruction as measured by the Criterion Referenced English Syntax Test (CREST).

Because the acquisition of English is such an important part of the program's philosophy, English as a second language instruction is a major program component. As a rule, elementary and intermediate E.S.L. students received two periods of instruction per day; advanced and transitional students received one period. In addition, E.S.L. classes were supplemented with tax-levy English classes.

A member of the evaluation team observed two E.S.L. classes, one intermediate and one advanced. In the advanced E.S.L. class the subject was "How to Choose a Topic Sentence." Rather than individual desks, the classroom had small tables shared by two students. Because of this seating arrangement, the students spoke among themselves in Spanish, thus creating a discipline problem. Perhaps a change in the seating arrangement might have improved this situation.

In contrast, the students and teachers in the intermediate E.S.L. class appeared to have excellent rapport. Most of the students were Hispanics, with a few Haitians and Asians as well. Of a class roster of 19, 18 students were in attendance. English was used throughout. The teacher was teaching verbs by using scenes that depicted characters engaged in a variety of everyday activities. The teacher wrote on the chalkboard and asked questions frequently, she also had students ask questions of each other and encouraged students to improve on definitions already given. In addition, she praised students when they answered correctly and was able to incorporate their comments into the lesson's objective. In a conversation after class, this teacher expressed satisfaction with the progress being made by her students, although she missed the help of the paraprofessional who had been reassigned this year because of the elimination of two paraprofessional positions.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST).

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson reliability estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91)

Table 3 presents the test results for students who were pretested and posttested each semester at the same level. Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 92.7 percent in the fall and 79.5 percent in the spring.

Examination of Table 3 reveals that, overall, the program objective was surpassed: more than 70 percent of the students mastered one CREST skill per month of instruction in both the fall and spring. This overall pattern was attributable largely to strong performance at Levels 1 and 2.

TABLE 3

Results of the Criterion Referenced English Syntax Test and Percentage of E.S.L. Students Gaining One or More Objective Per Month of Instruction by Test Level

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery* Mean	Mastery* S.D.	Mean Mastery Per Month	Percent Gaining One CREST Objective Per Month
				Fall					
1	43	7.1	4.7	13.6	5.9	6.5	3.9	2.2	83.7
2	72	12.2	5.3	18.5	4.8	6.3	3.2	2.2	91.7
3	63	9.8	3.4	12.5	2.6	2.7	1.9	0.9	44.4
TOTAL	178	10.1	5.0	15.2	5.2	5.1	3.5	1.7	73.0
				Spring					
1	31	7.4	5.5	13.7	7.4	6.2	3.5	2.1	87.1
2	55	11.8	5.3	17.1	4.7	5.3	3.3	2.7	87.3
3	73	9.7	3.4	11.8	2.7	2.2	1.7	1.0	56.2
TOTAL	159	10.0	4.8	14.0	5.2	4.0	3.2	1.8	74.2

*Posttest minus pretest.

•The percentage of students gaining one CREST skill per month exceeded the objective criterion of 70 percent both semesters; thus the program objective was achieved.

NATIVE LANGUAGE ARTS

--Students who receive a full year of instruction will increase their performance on the appropriate level of La Prueba de Lectura at the .05 level of significance.

Spanish language arts instruction was offered to most Hispanic program students. Courses were given in grammar, composition, and literature.

In consultation with the project director, this year the native language arts teacher started a writing skills improvement program designed to improve students' performance on the Regents' exam in Spanish. Skills taught in the Spanish class were applied in other content-area classes. For example students were given social studies assignments that gave them the opportunity to put into practice lessons they had just learned in their Spanish language arts class. The social studies and Spanish teachers both attended training workshops at Fordham University on the teaching and reinforcement of writing skills.

Student Achievement in Native Language Arts

The assessment instrument used to measure students' gains in reading and writing in Spanish was La Prueba de Lectura*, Level 3, Forms

*The Inter-American Series, La Prueba de Lectura is part of the Inter-american Series of Tests published by the Guidance Testing Associates. The purpose of this series is to measure reading achievement in Spanish for Spanish-speaking students from the western hemisphere. The norms for the test were based on a sample of students from Puerto Rico. However, as these norms may not be appropriate, the publishers recommend that local norms be developed for the test. As of this date, local norms are not available. The test has alternate form reliability coefficients ranging from .87 to .90, and validity studies indicate that the test has correlations greater than .80 with other standardized tests of reading, and correlations of about .50 with teacher grades, thus indicating construct validity.

C and D, administered in the fall and spring. Because the publishers recommend the use of local norms and programs test out-of-level, the analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 4. Complete data on both tests were available for 155 program students (68 percent).

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. To provide more descriptive information, the table also includes the percentage of students making gains.

Examination of Table 4 reveals that the program objective was achieved. Moreover, 95 percent of the program students made gains of one point or more.

TABLE 4

Spanish Reading Achievement

Results of La Prueba de Lectura, Level 3

Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.	Percentage Making Gains
155	71.1	20.5	76.1	19.7	5.0*	4.3	95.0

*statistically significant at the .05 level.

•Program students made significant gains on La Prueba de Lectura; thus, the program objective was achieved.

BUSINESS/VOCATIONAL COURSES

--At least 70 percent of the students enrolled in vocationally-oriented classes will pass teacher-developed, criterion-referenced tests monthly.

Table 5 shows that in the fall and spring 48 and 36 students, respectively, were enrolled in vocational classes including typing, secretarial studies, computer literacy, drafting, health careers, auto mechanics, and aircraft. The proposed objective was achieved both semesters with passing rates above 90 percent.

TABLE 5

Passing Rates in Business/Vocational Courses

Course	Fall		Spring		Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Business/ Vocational[a]	48	95.8	36	94.4	95.2

[a]Business/vocational courses include typing, aircraft, drafting, health careers, and other vocational electives.

•The 70 passing criterion was exceeded both semesters.

CONTENT-AREA INSTRUCTION

Although the program did not propose an objective in this area, mathematics, science, and social studies instruction is also provided. With the exception of the Spanish language arts and social studies classes, where cultural topics and historical events of interest to Hispanics were discussed, program courses paralleled those in the mainstream.

In a global history class observed, 17 students were in attendance out of an enrollment roster of 20. This class was conducted entirely in Spanish. Because the second semester had just begun, the first 25 minutes of the class were spent explaining school rules and graduation and promotion requirements. As the teacher later explained, this time was well spent since most students did not know this information.

The class objective was to explain the characteristics of the rivers around which the civilizations of antiquity were born. In teaching the day's lesson, the instructor lectured, explained, and asked questions based on the lecture and on assigned readings. For each satisfactory answer, he praised the students in a loud voice and assigned a number of extra credit points. One student served as recorder, keeping up with the teacher's quick pace in asking questions and assigning points. The discipline in this class was excellent, and students asked a number of questions concerning class schedules and required courses.

One general science and one algebra class were also observed. In the general science class, the teacher reported 25 students enrolled with 20 in attendance on the day of the observation. The teacher, who

was fully bilingual in English and Spanish, used more Spanish than English during the lesson. The day's lesson consisted of explaining plant fertilization. During the final ten minutes of the class, students read exercises from an English workbook and with the teacher's help, answered the exercise questions and translated all English terms into Spanish. These procedures served as a summary and reinforcement that increased the students' understanding.

The algebra class that was observed had Asian and Haitian students as well as Hispanic. Eighteen students were enrolled; 16 were present on the day of the observation. Because of the linguistic mix in this and his other mathematics classes, the teacher conducted the class in English. Although his command of English was adequate, the teacher seemed more comfortable in Spanish, which he used for the benefit of the Hispanic students who occasionally asked questions in Spanish. Overall, the class was attentive. The teacher frequently wrote terms on the chalkboard and provided a lucid explanation of the properties of an equation.

In bilingual content-area courses, the manner in which the program's language policy was implemented varied. During classroom observations it was noted that some teachers used English most of the time, while other teachers used English mainly to summarize their lessons. Still others did not use English at all.

Table 6 presents program students' passing rates in mathematics, science, social studies, and Spanish language courses. In all these areas, students achieved passing rates above 70 percent both semesters.

TABLE 6

Passing Rates in Content-Area Courses

Content Area	Fall		Spring	
	Number of Students	Percent Passing	Number of Students	Percent Passing
Math[a]	136	76.8	176	74.4
Science[b]	143	86.0	149	79.9
Social Studies[c]	187	76.5	178	70.8
Spanish	119	92.4	108	83.3

[a]Mathematics courses range from remedial to eleventh-year math.

[b]Science courses range from general science to physics.

[c]Social studies courses include global history, American history, economics, and other high school social studies.

CURRICULUM AND MATERIALS

Although the program did not propose a specific objective in this area, the project coordinator expressed satisfaction with the curriculum and materials offered by the bilingual program. He stated that the program's classes closely paralleled those offered in the mainstream, and that the course curriculum followed the guidelines provided for all New York City schools. Examples of curriculum adaptations included the creation of a Spanish class for native Spanish speakers

and the inclusion of a strong Latin American component in the global history curriculum.

Textbooks were available in English and in Spanish, depending on course specifications. Most of the teachers who were interviewed expressed satisfaction with the availability of materials.

Several bookshelves in the project coordinator's workspace contained novels and texts in Spanish and French. In addition, the resource teacher had a number of career orientation and financial aid instruction booklets in Spanish. Information on colleges was also available from the resource teacher. The library had a section of Spanish translations of English best sellers in paperback.

SUPPORT SERVICES

Non-instructional support services offered by the program included personal, educational, and career counseling. Efforts also were made to contact parents about problems of students as they were identified by the program staff.

Personal Counseling

The family assistant is directly involved in helping students with personal problems. During an interview, the family assistant expressed her concern over the limited time available to deal with students who have serious problems. Her other duties included monitoring attendance, contacting parents, serving as translator for the parents of mainstream students, and handling administrative and clerical duties assigned by the project coordinator. Although program students were

assigned to a mainstream guidance counselor, language limitations made communication difficult. The consensus of the staff was that a full-time bilingual guidance counselor was needed to rectify this situation. According to the project director, bilingual candidates were being interviewed for a one-year guidance counselor's position, leaving the issue open for the longer term.

Academic and Career Counseling

Academic and career counseling were provided by the resource specialist, grade advisor, and project coordinator. The grade advisor assisted the project coordinator in monitoring the students' grades, in programming schedules, and in preparing students for mainstreaming. He also served as an aide in administrative matters.

According to the resource teacher, program students needed a great deal of help with career and educational decisions. It was difficult for the program staff to provide students with all the educational and personal guidance they needed; staff felt that the services of a Spanish-speaking guidance counselor were sorely lacking.

The resource teacher was involved with the career and college counseling component of the program. He also dealt with personal problems, especially those relating to a student's need to seek an alternative to day high school because of personal circumstances. According to the resource teacher, he provided career orientation on an ongoing basis. He was especially proud of students who had graduated from the program and gone on to college as scholarship recipients. The

resource teacher referred students to the appropriate high school equivalency diploma program if outside pressures required that such a decision be taken. In addition to day conferences, the resource teacher conducted after-school career orientation sessions. As a rule, problems or questions that the resource teacher felt were beyond his level of competency were referred to the mainstream guidance counselor.

Mainstreaming

--At least 50 percent of the participants in the bilingual vocational program will be partially mainstreamed in the regular vocational program at Park West High School.

All vocational courses were taught in English. Sixty-one percent of the program students enrolled in vocational courses in the fall and 97 percent enrolled in the spring. Thus, the program objective was achieved.

Parental Involvement

--At least 70 percent of parents or guardians of student participants will visit the program once during the academic year to check on their progress.

--At least 40 percent of the parents of participants will attend school functions such as workshops, Open School Days, assembly programs, school trips, and career orientation exhibits.

The family assistant contacted parents if she discovered that students had personal or attendance problems. She said that most parents responded positively to her calls and kept appointments for in-school meetings. Because most of its students came from outside the immediate neighborhood, there was a lack of community involvement on the part of the school and limited parental attendance at school functions. As a rule, parents came to school when they were called by the family

assistant or when there were problems that they wanted to bring to the school's attention.

According to the family assistant, some program students had severe family and personal problems (e.g., unplanned pregnancies, drug use, and peer rivalries); more had the intergenerational conflicts felt by most teenagers, aggravated by problems of acculturation faced by children of immigrant parents. On each of her visits the field evaluator observed parents visiting the school to discuss various problems.

Four meetings were provided for parents on orientation, educational planning, and mainstreaming procedures; two open-house evenings and report card orientation workshops were also held. Although attendance data were not provided to assess the proposed objectives, the project coordinator seemed to be satisfied with the level of parental involvement and felt that because of the school's distant location from most students' homes and its open-zoned status, not much more could be expected. The invitation that was given to the project director to meet with the president of the parents' association to offer suggestions on how to raise the level of parental involvement is convincing evidence that the school recognized the program's success in creating good parent relations.

STAFF DEVELOPMENT

--Fifty percent of the staff will be involved in other than in-service training, including university courses, professional seminars, workshops, and conferences.

--One hundred percent of the staff will be involved in inservice training, including the development of curricula suitable for vocational training and/or high school equivalency skills.

The project coordinator met with the Title VII staff twice a month to discuss current problems and needs.

The project coordinator attended Title VII workshops held by the Board of Education and the Bilingual Education Multifunctional Support Center (BEMSC) at Hunter College, and professional conferences (such as those sponsored by the National Association for Bilingual Education and Columbia University). In addition, two staff members took graduate courses. The program also received support from a Chapter I-funded staff development specialist who served as a resource for the E.S.L. teachers.

STUDENT SATISFACTION

--Participants in the bilingual program will have higher attendance rate than mainstream students at Park West High School.

The attendance rate for program students was 84.3 percent, 9.4 percentage points above the schoolwide attendance rate (74.9 percent). The z-test results ($z = 3.24$) indicated that the difference in attendance rates is statistically significant ($p<.01$).

A member of the evaluation team spoke with several students to gauge their level of statisfaction with the program. The students were in all grades and had different levels of English proficiency. In general, all students expressed positive opinions about the program, and felt that it provided them with a good education as well as with a friendly and supportive environment.

Informal observations during classes and in the cafeteria left a positive impression. Class behavior was uniformly excellent, and students appeared to get along well. The project coordinator reported that program students had fewer disciplinary problems and better attendance records than mainstream students. The feeling of warmth and caring that emanated from the staff undoubtedly contributed to students' happiness and satisfaction with the program.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Strengths

The project coordinator was dedicated and dynamic; he resolved problems quickly and assisted students individually. The program's staff members appeared to be dedicated, committed to their jobs, and interested in the students. In the classes that were observed, teachers were well-prepared and had good rapport with students, who appeared very interested in their lessons. Students were mainstreamed at a steady yearly rate, and expressed a high degree of satisfaction with the program.

The program's success is demonstrated by the achievement of its proposed objectives in E.S.L., native language arts, business/vocational courses, mainstreaming, and attendance, and the high passing rates in content-area subjects.

In order to improve performance on the Regents' examinations, students were participating in an experimental program whereby writing skills were being taught in Spanish classes in conjunction with various content-area courses.

The program had a reputation for communicating effectively with parents, as evidenced by the invitation that was extended to the project director this year to meet with the president of the parents' association to offer suggestions for improving overall parental involvement. Several additional meetings to improve parent-program communications had also been planned.

Unresolved Issues

Although the coordinator was responsible for the administration of the program, he had no supervisory authority. The administration continued planning for the creation of a foreign language department with an assistant principal in charge of the bilingual program. However, firm action had yet to be taken. Although the family assistant, grade advisor, and resource teacher all fulfilled "guidance-like" functions, their responsibilities and classroom duties (in the case of the grade advisor and resource teacher) were too great to permit them to counsel students full-time. Although students were assigned to a guidance counselor, her inability to speak their native language limited her ability to work closely with them and their parents. Spanish-speaking candidates were being interviewed for the position of guidance counselor to serve mainstream and program students in the 1986-87 school year until the present counselor returned from her sabbatical.

RECOMMENDATIONS

The following recommendations are offered for possible program improvement:

-- It is recommended that the school administration expedite the creation of a foreign language department with an assistant principal in charge to supervise and administer the bilingual program.

-- It is recommended that, if resources permit, the program hire a full-time bilingual guidance counselor to provide the services needed. This would enable project staff to dedicate their full attention

to the responsibilities to which they have been assigned rather than to guidance functions. If this is not feasible, the program might consider referring more students to social service agencies outside the school.

-- It is recommended that the program continue its attempts to raise the level of parental involvement.